

Year 5



Mrs Brown
Mrs Walsh
Mrs Carlile

CURRICULUM & GENERAL
INFORMATION

We are a Nurturing School



1	Children's learning is understood developmentally	We are all individuals. That means not everyone learns at the same rate or time. We respond to our children at the stage where they are and focus on the whole child when planning our curriculum.
2	The classroom offers a safe base	School should be a calm, safe environment for everyone. We provide inviting and nurturing classrooms which promote warmth and emotional safety as well as physical safety. Other spaces in school provide quiet areas for reflection and calm.
3	Nurture is essential for the development of wellbeing	Looking after ourselves and other people makes us feel good in mind and body. We invest in strong and trusting relationships, based upon the school's values. Everyone feels valued and listened to.
4	Language is a vital means of communication	Language is valued as a way of putting feelings into words. All staff understand that the language we use when communicating with our children, families and colleagues can shape their thinking, feeling and actions. We help everyone to communicate their feelings appropriately within a nurturing environment.
5	All behaviour is communication	We know that many of our children have not yet developed the language to tell us how they are feeling and often this is expressed through <u>their</u> behaviours. All staff are trained to look beyond the behaviour to see what the child is trying to tell us and to help them to find ways to label and manage these emotions differently.
6	Transitions are important	Change happens all the time. It can be exciting but it can also be scary. We recognise the importance of how day to day transitions are managed, as well as careful preparation for more significant challenges and events. Transitions can be difficult for many people because it involves change, and even small transitions can cause anxiety. Clear routines and structures support children daily in school to reduce anxiety and promote security.

End of Year Expectations

► Handout

This is also available on the website

Guided Reading

- ▶ Monday and Friday lessons will be linked to a themed text.
- ▶ Tuesday, Wednesday and Thursday will be based on one text to develop full immersion.

Reading: Key Stage 2

- Aim to hear or read with your child at least three times a week.
- They will read in school daily during Guided Reading Sessions as well as reading 1:1 with staff when we are able to do so.





How can I help at
home?

Storytime

- Read *to* your children
 - Ask lots of questions and share opinions
-
- ▶ You're never too old, too wacky, too wild, to pick up a book and read to a child.

▶ *Dr Seuss*

Talking

- **Talk** to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **devour** our lunch now!”

Our class charters

- ▶ In addition to our normal school rules and expectations we have all signed a class ICT charter. You can support us by reinforcing and discussing this at home. You will also have a parent copy that will be sent home via Parent Mail.

Hazel Class ICT Charter 2025-2026



As a class, we also agree to the following guidance for online safety:

- We will block comments on online games where we can't control who is online with us.
- We will not add people to groups without their permission.
- We will report scams and not open any links we are not sure of.
- Don't friend anyone you don't know in real life.
- Don't have your picture taken with strangers.
- Don't answer text messages etc from numbers you don't know.
- We will be responsible for our own actions on social media/gaming accounts and make good choices in what we say and how we respond.

Signed by Hazel Class 2025-2026

MATHS



How does this look across the week?

What happens if our child is struggling?

What support do our children get in class?

Numeracy Year 5



Things you can help your child with are:

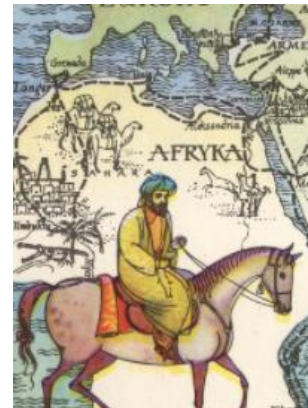
- Talk about Maths in real life contexts.
- Keep it simple.
- Make it fun.

Curriculum Topics

- Curriculum documents available on the website
- Experiences and enrichment opportunities
- Curriculum book

History

► Significant individuals



History

- ▶ WW2
- ▶ Faversham during WW2 (local study)



History

► Ancient Greece



Geography

- ▶ Rivers
- ▶ Locational knowledge and map reading
- ▶ North and South America



Trips and Experiences

Term 1 – WW2 Themed Day

Term 2 – Ramsgate Tunnels

Term 3 – Reading Adventure Day

Term 4 – Sandwich River Tour

Term 5 – Sittingbourne Mosque

Term 6 – Sleepover and Fun Day

Science

5	EARTH AND SPACE	FORCES	ANIMALS INCLUDING HUMANS	PROPERTIES AND CHANGES OF MATERIALS	LIVING THINGS
---	-----------------	--------	--------------------------------	---	---------------



Homework and reading

- Big focus on reading
- TimesTable Rockstars
- Spelling Shed
- Power Maths games related to learning in class

RSE and Drugs Education

- Terms 4, 5 and 6
- Letters are sent home to explain content



OPAL play



Parent readers

- Read with children across Year 5 and Year 6.
- This will take place in the afternoons.

Parent support on trips

- Volunteers on school trips or in school experiences, would be hugely appreciated

Thank you for coming!

